

INVESTIGATING STUDENT TEACHERS' CONCERNS DURING TEACHING PRACTICUM: AN ANALYSIS OF INDIVIDUAL REFLECTIONS

Ryandika Rizky Anindra

Abstract

Recently, some researchers have conducted studies about the benefits of teaching practicum. Those studies found that teaching practicum is seen as the most important element in teacher education program (Gan, 2013; Tuli and File, 2009). In teaching practicum, student teachers have an opportunity to apply their theories into practice (Volante 2006). However, some hindrances during teaching practicum might obstruct student teachers' to obtain the optimal benefits of teaching practicum itself (Goh & Matthews, 2011). Then, according to Çelik (2008), one proposed way to minimize those hindrances is by examining the student teachers' concerns during their teaching practicum. By examining the concerns, it is believed that the potential hindrances can be reduced and the benefits can be obtained maximally (Goh & Matthews, 2011). Unfortunately, there is still insufficient information about student teachers' concerns in this context of the study. Thus, this study aims to investigate the concerns of 40 student teachers in English Language Education (ELE) Program at Satya Wacana Christian University, Salatiga. In this regard, 40 individual reflections about their concerns during teaching practicum were collected and analyzed. As the result, several derived concerns were categorized into five main concerns: (a) teaching related concern; (b) personal concern; (c) lesson plan concern; (d) external concern; and (e) communication concern.

Keywords: Teacher Education Program, Teaching practicum, Student teacher, Concern, Reflective journal